

*This unit will cover the complexities of narrative writing. Key components of narrative writing, such as plot development, characterization, foreshadowing, and narrative tone will be understood. A small sample of three short fiction examples will be used to highlight these different components. Assigned reading selections will be "Silver Water" by Amy Bloom, "A Good Man is Hard to Find" by Flannery O'Connor, and "The Tell-Tale Heart" by Edgar Allan Poe. Narrative pieces will be written step-by-step throughout the unit, culminating in a final project piece. Through a series of drafts and work-shopping, a strong and coherent short narrative piece, conveying the different complex components of narrative writing will be the final performance task.*

*RSU 9*

*Cheyenne Candow*

*Narrative development, fiction writing, short stories*

*English - Writing*

*Narrative Writing*

*11-12*

*•vocabulary such as: plot , theme, foreshadowing, allegory, allusion, characterization, conflict, diction, point of view, setting, and tone.  
•sequence and timeline: how to form a plot using the correct sequence of events (exposition, rising action, climax, falling action, denouement, conclusion, resolution).  
•critical details such as: the importance of theme and symbolism, character details (such as archetypes and foils), and the significance of time.*

*•describe the ideal sequence of events in a narrative.  
•illustrate narrative tones through specific word choice.  
•use telling details to create a layered narrative.  
•analyze different themes addressed using different literary elements.  
•consider different methods of developing a narrative.  
•recognize the writing qualities in a narrative.*

***Standards:****3. Write narratives to develop real or imagined events using effective technique, well-chosen details, and well-structured event sequences. a, b, c, d.  
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

***Common Core State Standards******Content Area:****English****Grade Level:****Grade 11-12****Domain:****Writing****Cluster:****Text Types and Purposes*

*•why is narrative writing complex?  
•how are narratives developed?  
•how do word choice and details work to create a specific narrative tone?*

*•narrative writing is complex.  
•well-structured event sequences are key to successful narrative writing.  
•word choice and specific details set and alter narrative tone.*

***Goal:****The goal is to write a short narrative to be entered into a critique workshop and edited based on the feedback you receive, as well as giving feedback of your own.****Role:****You are an aspiring author looking for some feedback on what you hope will be your first published work.****Audience:****Your audiences are members of the website Critique.org, some of whom may be professional authors.****Situation:****You are entering your short narrative into a critique.org workshop, where it will be read and critiqued by several people.****Product/Presentation:****The final product will be a blog detailing the writing process of your narrative, and a short presentation about your experience in the workshop.****Standards (six categories for each rubric)******Presentation Rubric:****Speaks Clearly (25%); Preparedness (25%); Time Limit (20%); Posture & Eye Contact (15%); Uses Complete Sentences (10%); Volume (5%)****Product Rubric:****Organization (20%); Writing Process (20%); Blog (20%); Critiquing (15%); Length (15%); Grammar, Spelling, and Format (10%)*

*•Organization (20%)  
•Writing Process (20%)  
•Blog (20%)  
•Critiquing (15%)  
•Length (15%)  
•Grammar, Spelling, and Format (10%)*

*• Pre- Asessment: Non-graded short personal narrative  
• Checking for Understanding: One minute essay, choral response, four corners, mile-a-minute talking, entrance/exit tickets  
• Timely Feedback: Self, peer, teacher.*

*• Audio Recording - Students will create an audio recording explaining the ideal sequence of events in a plot.  
• Digital Imaging - Students will create a digital image surrounding several words in order to evoke a certain feeling.  
• Podcast - Students will write and record 3 short narrative podcasts (2-3 minutes), adding details that reference past and future events in the narrative.  
• Prezi - Students will create a prezi explaining different themes and/or literary devices in a specific work of short fiction.  
• Timeline - Students will use a timeline application to develop a narrative progression.  
• Blog - Students will create a blog detailing the different literary styles and qualities of several examples of short fiction.*



*•Common Core State Standards, English – Writing, Grade 11-12,*

*Text Types and Purposes 3, a. b. c. d, 4, 5*

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*Narrative Writing*

*Short Fiction*

*You are an aspiring writer and you’re looking for some professional feedback on your latest work of short fiction. You have been directed towards the website critique.org, a site designed for writers to submit their work for a feedbacking workshop, and where writers can critique other works. Based on the feedback you receive, you are expected to edit your narrative piece and re-submit it if you so choose, but keep each of your unedited drafts in a safe place. The final product will be a blog composed of these drafts and the final version of your narrative, as well as a short presentation about your experience using the critiquing workshops.*

*Blog*

*Oral Presentation*

***By what criteria will student products/performances be evaluated?***

*•Speaks Clearly (25%)  
•Preparedness (25%)  
•Time Limit (20%)  
•Posture & Eye Contact (15%)  
•Uses Complete Sentences (10%)  
•Volume (5%)*

*•Organization (20%)  
•Writing Process (20%)  
•Blog (20%)  
•Critiquing (15%)  
•Length (15%)  
•Grammar, Spelling, and Format (10%)*

